DOCUMENT RESUME

ED 269 310 SO 017 103

TITLE The Embassy Adoption Program. E.C.I.A. Chapter 2. Final Evaluation Report. 1984-85.
INSTITUTION District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE Sep 85
NOTE 84p.; For 1983-84 final evaluation report, see ED 257 736.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Community Cooperation; Evaluation Methods; Field Trips; *Foreign Diplomats; Grade 5; Grade 6; Intermediate Grades; International Cooperation; *International Relations; International Studies; *Multicultural Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Social Studies
IDENTIFIERS Education Consolidation Improvement Act Chapter 2

ABSTRACT

A multicultural enrichment program involving fifth- and sixth-grade classrooms from forty-four District of Columbia public schools encourages students to learn about foreign countries by studying a foreign embassy. Chapter one presents background information and a description of the project. Chapters two and three concern evaluation. A description of the Planning, Monitoring, and Implementing Model (PMI) used for evaluation is followed by evaluation results for each of the four stated objectives. Chapter four (Appendices) which makes up over half of the report, includes an evaluation model schema; a memorandum to librarians requesting materials; the teacher's role in the embassy; a list of embassies involved in the 1984-85 project; statistics on student demonstration of knowledge from the adopted country; results of the student questionnaire; the table contents for an information booklet for the preparation of a mini United Nations; background information, implementing instructions, teacher response forms for ambassador and delegates, and the agenda and an invitation to the Mini United Nations; an evaluation of the teacher workshop; the program purposes met by students and other questionnaire results for both the teacher evaluation and the women's committee; invitations to the "Holiday Family Brunch" and the "Kick-Off-Tea"; the Washington Performing Arts Society Embassy Adoption Holiday Luncheon financial report; and a newspaper article announcing a trip to the Czechoslovakian Embassy. (RSL)

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# THE EMBASSY ADOPTION PROGRAM

## FINAL EVALUATION REPORT E.C.I.A CHAPTER 2

**SEPTEMBER 1985**

S0017/83

**FLORETTA D. Mc KENZIE**
**SUPERINTENDENT OF SCHOOLS**

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

# THE EMBASSY ADOPTION PROGRAM

# FINAL REPORT

# 1984-1985

Prepared by
Division of Quality Assurance

1984-1985

THE EMBASSY ADOPTION PROGRAM

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James Guines, Project Manager

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SUMMARY AND FINDINGS

Title

The Embassy Adoption Program

Project Coordinator

Susan Deerin

Target Population

Fifth and sixth grade students from the four administrative regions of the D.C.P.S. whose teachers have volunteered for the program

Background and Project Description

Beginning in 1975, the Women's Committee of the Washington Performing Arts Society and the D.C. Public Schools (first ESAA then ECIA, Chapter 2) co-sponsored the Embassy Adoption Program in which students from fifth and sixth grade classrooms learn about foreign countries, through cooperation with different embassies. As a culminating activity to studying, students visit their adopted embassy and participate in the Mini United Nations program.

Stated Objectives

A: Through participating in the EAP, students will demonstrate their knowledge and appreciation of the culture, history, government and/or geography of other nations.

B: Through participating in the Mini United Nations, selected students will identify and debate the policies of their adoptive country in relation to a specific global issue.

C: After participating in the workshops, project teachers and Women's Committee Members of the Washington Performing Arts Society (WPAS) will implement the Embassy Adoption Program and the Mini United Nations so that students will attain the project goal.

D: Public-private co-sponsorship of the Embassy Adoption program will continue with the Washington Performing Arts Society raising funds to supplement the DCPS Chapter 2 project budget and providing volunteers to act as liaisons between participating schools and embassies.

Findings

1. There were 44 schools and embassies identified for participation in the program representing a 12% increase over the previous year. Two of the embassies were not visited due to scheduling constraints.

2. Participating schools were distributed throughout the regions as follows: Region A - 12 schools; Region B - 11 schools; Region C - 10 schools; Region D - 11 schools.

3. Almost eighty-two percent (81.5%) of the students in participating classes completed a satisfactory paper or project concerning the adopted country, many of which were presented during visits to the embassies.

4. An analysis of 677 student questionnaires showed that 99.1% of the students felt that they learned something about their adopted country and 97.5% felt that they liked their adopted country as a result of the Embassy Adoption Program. A total of 93.9% of the students would consider visiting their adopted country. The majority of students felt as though the planned activities identified on the questionnaire were valuable toward increasing their appreciation of the adopted country (90.3%).

5. Participation in the Mini United Nations included 80% of the project schools. An ambassador and three delegates represented their country's viewpoint and debated on the following: Nuclear freeze and disarmament; social and economic consequencies of the arms race; reduction of military budgets; peace and conflict.

6. The teacher workshop was reported to be valuable as follows: Manner of presentation exciting (91.2%), clarity high (85.7%), value high (88.6%), knowledge gained about issues great (82.8%), preparation for the implementation of the Mini United Nations great (82.3%) and objectives met (91.4%).

7. The majority of teachers and Women's Committee members reported that the purpose of the program was met as demonstrated by above average ratings, 92.8% and 91.2% respectively, in four areas. Students increased their knowledge of the culture, history, government and geography of the adopted country through the program.

8. Public-private co-sponsorship of the project was demonstrated by the Washington Performing Arts Society raising funds ($6,963.59) to supplement the ECIA Chapter 2 budget and providing volunteers to act as liaisons between schools and embassies. With their assistance the District of Columbia Public Schools budget was $27.37 per pupil which was less than the previous year.

BACKGROUND AND PROJECT DESCRIPTION

## Introduction

Purpose - The purpose of the Embassy Adoption Program was to provide selected 5th and 6th grade DCPS students and their teachers with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Need - Living in the present with modern transportation and communication bringing other countries so close, it is essential to learn about and to appreciate other places in the world. Understanding the backgrounds of other nations can lead to greater acceptance of differences. In the DCPS Social Studies Curriculum, the sixth grade program includes a systematic study of world cultures, geography and government. Learning occurs better through first hand experiences. Although travel to foreign countries is not possible yet for most children, visits to embassies and participation in Mini United Nations can simulate some of the experience.

History - In 1975, the Women's Committee of the Washington Performing Arts Society and the ESAA Program of the D.C. Public Schools, initiated the Embassy Adoption Program in which the students study foreign countries as part of the curriculum. Since the 1982-83 school year, sponsorship of the DCPS portion of the program has been provided by ECIA Chapter 2. Between 1975 and 1985, 167 fifth and sixth grade classrooms have participated. Embassies which have taken part in the program in the past, or participated during the 1984-85 school year, are as follows:

Algeria
Argentina
Australia
Austria
Bahrain
Bangladesh
Belgium
Bolivia
Botswana
Brazil
Cameroon
Canada
China
Chile
Columbia
Cyprus
Czechoslovakia
Dominican Republic
Ecuador
Egypt
Finland
France
Germany
Ghana
Great Britain
Greece
Guatemala
India
Indonesia
Iran
Israel
Italy
Ivory Coast
Japan
Jordan
Kenya
Korea
Kuwait
Malaysia
Mexico
Morocco
Netherlands
New Zealand
Guatemala
Niger
Nigeria
Norway
Pakistan
People's Republic of China
Peru
Phillipines
Saudi Arabia
Spain
Sri Lanka
Surinam
Sweden
Switzerland
Syria
Tanzania
Thailand
Trinidad & Tobago
Tunisia
Turkey
U.S.S.R.
Yugoslavia
Venezuela
Zimbabwe

Sixteen sixth-grade students participating in the program along with their teacher and a parent volunteer, had the opportunity to visit Czechoslovakia beginning on June 7, 1985. This is the first time in the 10-year history of the Embassy Adoption Program in the District of Columbia Public Schools students have been invited by embassy officials to visit their home country.

## Description of the Project

### General

The Embassy Adoption Program is a multi-cultural enrichment program designed for fifth and sixth grade students in the D.C. Public Schools, who have the unique opportunity of utilizing the resources of the embassies located in Washington, D.C.

After assignments of embassies, teachers and Women's Committee volunteers from the Washington Performing Arts Society receive training and packets of materials giving information on the program and offering suggestions for working with students. Embassy officials also receive information on their expected roles. A "get acquainted" tea is held at a local embassy to provide teachers, principals and embassy representatives an opportunity to meet one another and plan activities which are based on individual needs. The Women's Committee volunteers act as liaisons between the schools and the embassies. Fundraising activities, a responsibility of the Women's Committee, are planned to help supplement the ECIA Chapter 2 budget and is mainly used for transportation needs.

### Embassy Visits

The children learn about their "adopted" country using materials provided by the embassy as well as resources secured by the teacher, the Women's Committee Volunteer and the school librarian. The particular country's viewpoint on specific global issues, which relate to the interdependence of nations, is emphasized. During the year each student prepares a paper or project on his or her "adopted" country, the best of which are presented when the class visits the embassy as one of the culminating activities of the program. Many of the classes also prepare music, art, skits or other cultural demonstrations for embassy members. The embassy representatives frequently visit the schools and talk to the students. Cultural activities and usually native food are prepared by the embassies for the participating students.

### The Mini United Nations

Classes participating in the Embassy Adoption Program elect an ambassador and three delegates to attend a Mini United Nations Assembly where they debate and vote - from the viewpoint of their "adopted" country - on resolutions which relate to an issue of international concern.

## EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Maki ŋ which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

# RESULTS

## Evaluation Results - Narrative Summary

The results of the evaluation are summarized in this section. Following the narrative are the inputs, processes and outcomes on which this summary is based presented in the PMI reporting format. Supporting data are in the Appendix.

Objective A: Through participating in the EAP, students will demonstrate their knowledge and appreciation of the culture, history, government and/or geography of other nations.

There was agreement between all intended and observed inputs. Clerical assistance was provided by a secretary who began working in September 1984 and worked an average of 12 hours per week during the spring semester. Other personnel inputs included the project coordinator, teacher volunteers, Washington Performing Arts Society Women's Committee Volunteers, School Library Media-Specialists, embassy representatives, and participating students. Materials observed to be in agreement with the intended items included suggested activities for participating teachers, sufficient materials and supplies, and evaluation questionnaires.

All observed processes except one were in agreement with the corresponding intended processes. The project coordinator identified 44 embassies and schools to participate (a 12% increase over the previous year).

A discrepancy occurred since two embassies (U.S.S.R. and Sudan) were not visited by the assigned classes because of scheduling conflicts at the embassies.

Teachers in the program last year were given one of their three choices of countries to study, whereas new program teachers selected countries on a first come, first serve basis. The project coordinator directed the revision of the curriculum, packets and other teacher materials, to teachers and embassy attaches. Students were provided with information about their adopted country from the embassies, teachers, librarians, Women's Committee Volunteers, and the project coordinator and also prepared projects reflecting the culture of their adopted country which was presented at the spring embassy visit. Teacher and student evaluation questionnaires were completed and submitted to the Evaluation Unit.

The status of both outcomes was that of agreement. The first contained data from teachers showing that 81.5% of the students completed a paper or project on the adopted country. The second were the results of the analysis of 677 student questionnaires showing positive responses in the areas of learning about their country, liking it, considering visiting it and increasing their appreciation of their country.

Through participating in this program, students did demonstrate their knowledge and appreciation of the culture, history, government and/or geography of other nations, meeting the requirements of Objective A.

Objective B: Through participating in the Mini United Nations, selected students will identify and debate the policies of their adoptive country in relation to a specific global issue.

All additional inputs showed agreement between intended and observed items. Inputs added for this objective were school system volunteers and/or aides, participating embassies, space to hold Mini United Nations' meetings (Marie Reed Learning Center), and information on the specific global issue topic (Nuclear Disarmament).

All processes had agreement between intended and observed items. The project coordinator planned and coordinated the Mini United Nations with school volunteers and aides and coordinated the production and dissemination of the Mini United Nations Packet. Teachers received instruction on the use of the Packet and planned and implemented classroom activities in preparation for the Mini United Nations. Participating classes elected delegates who prepared to debate and vote on the nuclear disarmament issue at the Mini United Nations.

There was also agreement between the observed and intended outcome. Out of 44 classes, 35 (80%) sent an ambassador and three delegates to represent their country's view and to debate on the issue of concern at the Mini United Nations Assembly. The project coordinator noted that the low participation rate was due to the rescheduling of system-wide standardization tests (CTBS) for the sixth grade students. Having shown agreement on this outcome, Objective B was met.

Objective C: After participating in the workshops, project teachers and Women's Committee Members of the Washington Performing Arts Society (WPAS) will implement the Embassy Adoption Program and the Mini United Nations so that students will attain the project goal.

All additional inputs showed agreement between observed and intended items. There was adequate space to hold workshops at the Social Studies Department of the Instructional Services Center (Langdon School). Informational packets for teachers and for Women's Committee Volunteers were ready for distribution at workshops. Evaluation questionnaires were on hand. Materials and supplies were sufficient.

All of the intended and observed processes for this objective were in agreement. The project coordinator conducted training workshops for project teachers and Women's Committee Members in January and February, respectively. Informational packets were distributed by the coordinator and workshop evaluation instruments were completed by the participants. Participants also used their materials in the classroom. Teacher and Women's Committee Member questionnaires were also completed.

There were three outcomes for Objective C. The first was concerned with the workshop evaluations. The majority of the teachers found them to be valuable as follows: Manner of presentation exciting (91.2%), clarity high (85.7%), value high (88.6%), knowledge gained about issues involved in the nuclear disarmament debate great (82.8%) preparation for the implementation of the Mini-U.N. great (82.3%) and objectives met (91.4%). The second outcome measured teachers' feelings regarding meeting the purpose of the program with their students. They reported that students increased their knowledge of the culture of their adopted country (96.7%), history (90.3%), government (90.3%) and geography (93.6%). The third outcome measured Women's Committee Volunteers' feelings on the degree to which the purpose of the program was met. The majority felt that students increased their knowledge of the culture of their adopted country (94.1%), history (88.2%), government (88.2%), geography (94.1%).

Objective C states that the project teachers and Women's Committee members of WPAS will implement the program and the Mini United Nations so that students will attain the project goal. The above inputs, processes, and outcomes show that the objective was met.

Objective D: Public-private co-sponsorship of the Embassy Adoption Program will continue with the Washington Performing Arts Society raising funds to supplement the DCPS Chapter 2 project budget and providing volunteers to act as liaisons between participating schools and embassies.

The four additional inputs showed status of agreement between intended and observed items, including principals of participating schools, participating embassies, space for fundraising activities (held at the Embassy of the Netherlands) and buses and other transportation for embassy visits.

The nine observed processes all were in agreement with the intended processes. The Kick-off-Tea was held at the Greek Embassy. The main fundraiser given by the Women's Committee of the WPAS allowed the project coordinator to arrange for transportation for embassy visits with payments arranged through an accounting system set up with the WPAS. Women's Committee volunteers assisted in writing press releases, in gathering information for teachers about their adoptive countries, in scheduling activities and embassy visits and in accompanying classes to embassies. The project coordinator who also assisted in those activities, monitored the Women's Committee Members' assignments.

Both observed outcomes were in agreement with their intended outcomes. Fundraising by the coordinator and the Women's Committee members totaled $6540.00 which was $1817.35 more than the previous year. All project schools had liaison with their embassies. A total of 41 WPAS volunteers participated. With both outcomes showing agreement status, Objective D has been met.

## Summary

The Embassy Adoption Program reached it's goal of providing 5th and 6th grade students, selected from D.C. Public Schools throughout the city, the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies. Students demonstrated their knowledge through embassy visits and the Mini United Nations. Project teachers and the Women's Committee member volunteers received training and successfully implemented the program. During the 1984-85 school year 44 schools and 42 embassies were active in the program which attained all intended objectives. Two recommendations from the evaluation findings would be that provisions be made for alternative activities for those classes unable to visit their assigned embassies or unable to participate in the Mini United Nations.

## Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the Board of Education to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective A: Through participating in the EAP, students will demonstrate their knowledge and appreciation of the culture, history, government and/or geography of other nations.

PART I

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| a. Project coordinator | Agreement | a. Members of the Evaluation Unit met with the project coordinator. |
| b. Clerical assistance | Agreement | b. A secretary began employment 9/26/84 worked an average of 12 hours per week during the spring semester. |
| c. Teacher volunteers | Agreement | c. The list of participating teacher volunteers was submitted to the Evaluation Unit. |
| d. Participating students | Agreement | d. Participating students were those in the classes of the teachers who volunteered for the program, with class lists available in the schools. |
| e. Women's Committee volunteers | Agreement | e. A list of participating Women's Committee Volunteers was submitted to the Evaluation Unit. |

OBJECTIVE A

Part I (continued)

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| f. School librarians in participating schools | Agreement | f. A memo dated 1/24/85 to librarians in the schools participating in the EAP asking for assistance and cooperation is on file in the Evaluation Unit. (See Appendix B). |
| g. Embassy representatives | Agreement | g. A list of names of Embassy representativies was submitted to the Evaluation Unit. |
| h. Suggested activities for participating teachers | Agreement | h. A syllabus for teachers dated 1/11/85 outlined the background and steps for implementing the EAP and Mini United Nations as well as suggesting activities. It was submitted to the Evaluation Unit. (See Appendix C for the Teachers' Role in EAP). |
| i. Sufficient materials and supplies | Agreement | i. The project coordinator verified that packets of sufficient materials and supplies were distributed to each teacher. |
| j. Evaluation questionnaires | Agreement | j. Evaluation questionnaires were designed by the project coordinator and the Evaluation Unit. |

OBJECTIVE A

PART II

PROCESSES †

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.1 The project coordinator will identify at least 38 Embassies and 38 schools to participate in the program. | Agreement | 1.1 A list of 42 Embassies and 44 schools that participated in the program was submitted to the Evaluation Unit. There were 12 schools from Region A, 11 schools from Region B, 10 schools from Region C and 11 schools from Region D. (See Appendix D). |
| 1.2 Teachers will select a country to study from those embassies that have agreed to participate. | Agreement | 1.2 Teachers who were in the program last year filled out forms indicating their 1st, 2nd, and 3rd choices. These forms were examined by the members of the Evaluation Unit. Teachers new to the program selected countries on a first come first serve basis. |
| 1.3 The project coordinator will direct the revision of curriculum packets and other teacher materials. | Agreement | 1.3 The updated Mini U.N. information booklet was examined by members of the Evaluation Unit. |
| 1.4 Teachers and embassy attaches will be provided with a list of suggested activities by the project coordinator and Women's Committee members. | Agreement | 1.4 A letter (1/21/85) containing suggested activities was examined by members of the Evaluation Unit. |

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.5 Students will be presented with information about their adopted country from the embassy, the classroom teachers, librarian, and Women's Committee volunteers, through activities such as demonstrations of art, dance, music, crafts and ethnic foods; loan of brochures, flags, posters; presentations of films and classroom speakers; pen pals and art exchange. | Agreement | 1.5 The student involvement in the program began in late February after the Kick-off-Tea which was held on February 19, 1985 at the Grecian Embassy. Embassies provided individualized resources to the students and sent materials to the schools as verified by a telephone log based on follow-up calls made. The coordinator provided the teachers with National Geographic Magazines containing information on their countries some of which were examined by the evaluators. The Women's Committee shared personal items gathered during their travels to other countries. The project coordinator verified that librarians also provided supplemental materials. |
| 1.6 Students will prepare papers or projects on their adopted country, the best of which will be selected for presentation at the embassy visit. Where teachers have chosen to do so, students will prepare a song, dance or skit which reflects the adopted country's culture. | Agreement | 1.6 Students prepared papers, projects, songs and other presentations reflecting the culture of the adopted country as checked by teachers on questionnaires on file at the ECIA Chapter 2 office. |

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.7 Participating classes will visit their embassies in the spring. | Discrepancy | 1.7 A total of 42 embassies were visited by students. The project coordinator and her assistant visited most of the embassies on the assigned days, also. Two embassies were not visited due to scheduling conflicts by the embassy. |
| 1.8 By June 1985 participating teachers will report the total number of their students who have completed satisfactory papers or projects demonstrating their knowledge of the culture, history, government and/or geography of their adopted country, and the total number of students in their classes. | Agreement | 1.8 Teacher questionnaires on file in the ECIA Chapter 2 office showed that teachers did report on the number of students who completed satisfactory papers or projects. |
| 2.1 Students participating in the EAP program will complete a project evaluation questionnaire. | Agreement | 2.1 Completed student questionnaires are on file in the ECIA Chapter 2 office. |

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1. Data submitted by the EAP project coordinator to the ECIA Chapter 2 Evaluation Unit by June 1985, will show that at least 80% of the students in participating classes have acquired knowledge of the culture, history, government and/or geography of their embassy country as measured by teacher evaluation of a paper or project on the adopted country. | Agreement | 1. Results of analysis of 44 teacher questionnaires with 35 teachers responding (79% sample) showed that 81.5% of the students completed a paper or project on the adopted country. (See Appendix E.) |
| 2. Data submitted by the EAP project coordinator to the ECIA Chapter 2 Evaluation Unit by June 1985 will show that at least 80% of the students in the program have demonstrated their appreciation of their adopted country by positive responses on a questionnaire. | Agreement | 2. Results of the student questionnaires (See Appendix F) showed that 99.1% of the students felt they had learned something about their adopted country; 97.5% felt that they liked their adopted country, with 68.3% liking it more than previously; and 93.9% would consider visiting their adopted country someday. A total of 90.3% of the students felt as though activities relating to the program were valuable toward increasing their appreciation of the adopted country. |

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective B: Through participating in the Mini United Nations, selected students will identify and debate the policies of their adoptive country in relation to a specific global issue.

PART I

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| Inputs "a" through "h" are the same as in Objective A. Please see page 9. | | |
| i. School system volunteers and/or aides | Agreement | i. The project coordinator stated that she has recruited various school system personnel to help. |
| j. Participating embassies | Agreement | j. A list of participating embassies has been submitted to the Evaluation Unit. |
| k. Space to hold Mini United Nations' meeting | Agreement | k. The auditorium at Marie Reed Learning Center will be the site for the Mini United Nations' meeting. |
| l. Information on the specific global issue topic | Agreement | l. A copy of the Mini United Nations Curriculum is on file in the Evaluation Unit. The project coordinator verified that additional information had been obtained from the U.N. information office in New York. |

OBJECTIVE B

PART II

PROCESSES †

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.1 The project coordinator will plan and coordinate the Mini United Nations Program using school system volunteers and/or aides. | Agreement | 1.1 The project coordinator produced correspondence relating to the planning and coordinating of the Mini United Nations. |
| 1.2 The project coordinator will coordinate production and dissemination of the Mini United Nations Packet. | Agreement | 1.2 The packet, examined by the evaluators was distributed to teachers during the workshops. The packet contained a 60 page curriculum booklet for the United Nations program written by Carole Bailey, a DCPS teacher. (See Appendix G for Table of Contents.) Other materials on the Mini United Nations portion of the Embassy Adoption were examined by the evaluators and are on file in the coordinator's office. The project coordinator described some of the production and dissemination activities. For example, the librarian at the United Nations Information office in Washington, D.C. researched position papers of the participating countries on the issue. |
| 1.3 Teachers will receive instruction in the use of the Mini United Nations Packet. | Agreement | 1.3 The project coordinator verified that teachers did receive instruction on the use of the Mini United Nations Packet. These were outlined in a memorandum dated January 11, 1985 on "Background and Steps for Implementing the Mini United Nations Program". (See Appendix H). |

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.4 Teachers will plan and implement classroom activities in preparation for the Mini United Nations. | Agreement | 1.4 Teachers followed the curriculum outline in preparation for the Mini United Nations as verified by the project coordinator. |
| 1.5 Participating classes will elect delegates to the Mini United Nations. | Agreement | 1.5 Delegates were elected following directions provided by the project coordinator. (See Appendix I). Completed teachers response forms were examined by the evaluator. (See Appendix J). Other officers were elected. |
| 1.6 Students elected as delegates to the Mini United Nations will prepare to debate and vote on an issue of global importance from the point of view of their adopted countries. | Agreement | 1.6 The project coordinator verified that students prepared to debate an issue of global importance at the Mini United Nations. Copies of scripts were observed by the evaluators. |

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1. Data submitted by the EAP project coordinator to the ECIA Chapter 2 Evaluation Unit by June 1985 will show that elected representatives (an ambassador and three delegates) from at least 80% of the classes will represent the views of the adopted country on an issue of international concern, at a Mini United Nations Assembly. | Agreement | 1. Elected ambassadors and delegates from 80% of the participating classes represented the views of their adopted country at the Mini United Nations. This was a total of 35 classes out of 44 as verified by the project assistant. A Chapter 2 staff member attended the Mini United Nations which was held on May 30, 1985.<br><br>The agenda and invitation were submitted to the evaluation office. (See Appendix K). |

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective C: After participating in the workshops, project teachers and Women's Committee Members of the Washington Performing Arts Society (WPAS) will implement the Embassy Adoption Program and the Mini United Nations so that students will attain the project goal.

PART I

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| Inputs "a" through "e" are the same as in Objective A. Please see page 9. | | |
| f. Adequate space to hold workshops | Agreement | f. Space at Langdon Elementary School was obtained for the workshop. |
| g. Informational packets for teachers | Agreement | g. Material on the various countries, the U.N. curriculum, and instructions for teachers new to the program were examined by the Evaluation Unit. |
| h. Informational packets for Women's Committee volunteers | Agreement | h. A copy of the new packet (February 1985) was submitted to the Evaluation Unit. |
| i. Sufficient materials and supplies | Agreement | i. The project coordinator verified that materials and supplies were obtained from a variety of sources including the National Geographic Society and the WPAS volunteers' own personal experiences in/with the countries. |

OBJECTIVE C

PART II

PROCESSES †

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.1 The project coordinator will conduct training workshops for project teachers and Women's Committee Members. | Agreement | 1.1 The agenda and attendance roles for the training workshops held on 1/11/85 for teachers, and 2/11/85 for Women's Committee Members, were examined by Evaluation Unit members. |
| 1.2 The project coordinator will distribute informational packets to teachers and Women's Committee Members during workshops. | Agreement | 1.2 The project coordinator confirmed that informational packets were distributed during workshops. |
| 1.3 Workshop evaluation instruments will be completed by teachers participating in the EAP. | Agreement | 1.3 The instruments were submitted to the Evaluation Unit for analysis. |
| 1.4 Participants will use their materials in the classroom. | Agreement | 1.4 Materials were used in the classrooms as verified by the project coordinator and project teachers. |
| 2.1 Teachers will complete questionnaires to see if they felt that the purpose of the program was met with their students. | Agreement | 2.1 Teacher questionnaires are on file in the ECIA Chapter 2 office. |
| 3.1 Women's Committee Members will complete questionnaires to see if they felt that the purpose of the program was met. | Agreement | 3.1 Women's Committee Members questionnaires are on file in the ECIA Chapter 2 office. |

† Processes numbered to correspond with outcomes

OBJECTIVE C

PART III

OUTCOMES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1. Workshop evaluation forms submitted to the ECIA Chapter 2 Evaluation Unit by the EAP Project Coordinator by June 1985 will show that the majority of the participants considered the workshops to be valuable for them in facilitating their implementation of the EAP program. | Agreement | 1. As may be seen in Appendix L, the majority of participants found the workshop to be valuable. They found the manner of presentation to be exciting (91.2%), clarity to be high (85.7%), value to be high (88.6%), knowledge gained about issues involved in the nuclear disarmament debate great (82.8%), preparation for the implementation of the Mini United Nations to be great (82.3%), and objectives to be met (91.4%). |
| 2. Questionnaires from a sampling of teachers, submitted to the ECIA Chapter 2 Evaluation Unit by the EAP Project Coordinator by June 1985 will show that the majority of the respondents will state that they felt that the purpose of the program was met with their students. | Agreement | 2. As may be seen in Appendix M, the majority of teacher respondents reported that the purpose of the program was met in all four areas included in the project goal. The following areas were rated above average in reference to student participants:<br><br>Increased their knowledge of culture - 96.8%<br><br>Increased their knowledge of history - 90.3%<br><br>Increased their knowledge of government - 90.3%<br><br>Increased their knowledge of geography - 93.6%<br><br>Average total for teacher ratings was 92.8%. |

OBJECTIVE C

PART III (Continued)

OUTCOMES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 3. Questionnaires submitted to the ECIA Chapter 2 Evaluation Unit by the EAP Project Coordinator by June 1985 will show that the majority of a sampling of members of the Washington Performing Arts Society surveyed will state that they feel the purpose of the program was met. | Agreement | 3. As may be seen in Appendix N, the majority of the Women's Committee respondents reported that the purpose of the program was met. The following percents represent the above average ratings for each of the areas:<br><br>Increased their knowledge of culture - 94.1%<br><br>Increased their knowledge of history - 88.2%<br><br>Increased their knowledge of government - 88.2%<br><br>Increased their knowledge of geography - 94.1%<br><br>Average total for Women's Committee Members ratings was 91.2%. |

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTING (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide 5th and 6th grade students, selected from D.C. Public Schools throughout the city, with the opportunity to increase their knowledge and appreciation of the culture, history, government and geography of other nations through the cooperation of their embassies.

Objective D: Public-private co-sponsorship of the Embassy Adoption program will continue with the Washington Performing Arts Society raising funds to supplement the DCPS Chapter 2 project budget and providing volunteers to act as liaisons between participating schools and embassies.

PART I

INPUTS

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| Inputs "a" through "e" are the same as in Objective A. Please see page 9. | | |
| f. Principals of participating schools | Agreement | f. A list of principals of the 44 participating schools is on file in the Evaluation Unit. |
| g. Participating embassies | Agreement | g. A list of the 44 participating embassies is on file in the Evaluation Unit. |
| h. Space for fundraising activities | Agreement | h. Space for the fundraiser titled a "Holiday Family Brunch" was provided by the Royal Netherlands Embassy. (See Appendix O for a copy of the invitation). |
| i. Buses and other transportation for embassy visits. | Agreement | i. Trip confirmation forms for bus transportation were examined by Evaluation Unit members. |

OBJECTIVE D

PART II

PROCESSES †

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1.1 The project coordinator will organize the Kick-Off Tea for principals, teachers, embassy representatives and members of the Women's Committee. | Agreement | 1.1 The Kick-Off Tea was held on 2/19/85 at the Greek Embassy as observed by the Director of the Evaluation Unit who attended. (See Appendix P for a copy of the invitation). |
| 1.2 The project coordinator and Women's Committee volunteers will have activities to raise funds for transportation and other expenses. | Agreement | 1.2 This year's fundraiser was held on 12/8/84 at the Royal Netherlands Embassy as confirmed by the invitation and itemized bills for the event. A total of $6,963.59 was raised. (See Appendix Q for the financial report). |
| 1.3 Using funds raised by the WPAS, the project coordinator will arrange for transportation for embassy visits. | Agreement | 1.3 Trip confirmation notices from the bus company were examined by Evaluation Unit members. |
| 1.4 The project coordinator will arrange for payments through an accounting system set up with the Washington Performing Arts Society. | Agreement | 1.4 The project coordinator verified that the system was established and explained how it worked to Evaluation Unit members. |
| 1.5 The project coordinator and Women's Committee Volunteers will write press releases for approval by the school system. | Agreement | 1.5 Sample press releases were examined by the evaluators. |
| 2.1 The Women's Committee Volunteers will assist in gathering information for teachers, about their adoptive countries. | Agreement | 2.1 The project coordinator stated that the volunteers have reported their assistance in supplying information to teachers. An additional resource for information was each volunteer's own personal experience with/in the country. |

† Processes numbered to correspond with outcomes

OBJECTIVE D

PART II (continued)

PROCESSES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 2.2 The project coordinator and Women's Committee members will schedule activities and embassy visits. | Agreement | 2.2 The project coordinator and Women's Committee members scheduled activities (i.e. luncheons) and embassy visits as verified by trip reports which were examined by the evaluators. |
| 2.3 Women's Committee members will assist during class visits to the embassy. | Agreement | 2.3 The project coordinator verified that Women's Committee members assisted during class visits to assigned embassies. |
| 2.4 The project coordinator will monitor Women's Committee volunteer assignments. | Agreement | 2.4 The project coordinator met with the Women's Committee volunteers twice a month to monitor their activities. |

† Processes numbered to correspond with outcomes

OBJECTIVE D

PART III

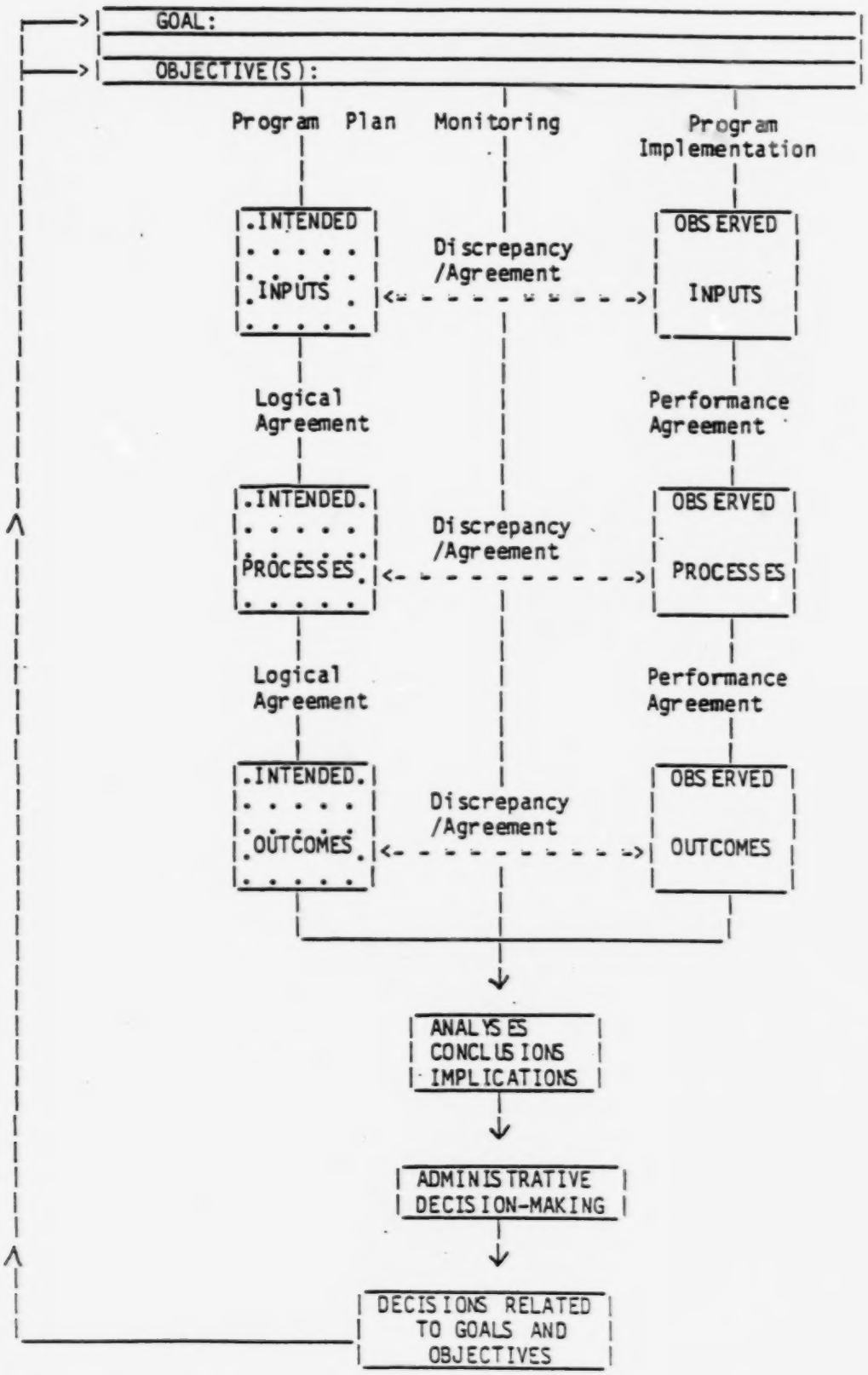
OUTCOMES

| INTENDED | STATUS | OBSERVED |
|---|---|---|
| 1. Records submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project coordinator by June 1985 will show that at least $3,500 will have been raised from the private sector to cover the cost of bus transportation and for other expenses. | Agreement | 1. A copy of the financial report on fundraising by the Women's Committee volunteers is on file in the evaluation office. A total of $6540.00 was raised, $1817.35 more than the previous year. |
| 2. Records submitted to the ECIA Chapter 2 Evaluation Unit by the EAP project coordinator by June 1985 will verify that at least 20 WPAS volunteers have acted as liaisons between participating schools and embassies. | Agreement | 2. Records on file in the evaluation office indicated that the project schools had 41 liaisons with their embassies from the Washington Performing Arts Society Women's Committee. Some WPAS volunteers worked with more than one participating class throughout the year. |

# APPENDIX A

# EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA

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APPENDIX B

MEMORANDUM TO LIBRARIANS
REQUESTING MATERIALS

Office of Instruction

415 12th Street N.W.
Washington D.C. 20004

January 24, 1985

Memorandum

To: Librarians in the Schools Participating in the Embassy Adoption Program

From: Susan Deerin, Coordinator, Embassy Adoption Program SD

Re: Materials Needed to Supplement the Embassy Adoption Program

A teacher in your building, _____, has been selected by the regional superintendent and your principal to work with the Embassy of _____ as a participant in the Embassy Adoption Program.

This program currently serves forty-three schools in all four administrative regions of the city. The children learn about their "adopted" country using materials provided by the embassy as well as resources secured by the classroom teacher. During the semester each student is expected to prepare a paper or project on the country. The best of these are presented when the class visits the embassy in the late spring.

As the school librarian, would it be possible for you to contact the teacher in your building to ask if you can be of assistance in locating additional books, materials or films on the country listed above? Folksongs, recipes, folktales, the national anthem, poetry, education and sports are all areas that might interest the children, as well as basic background information.

Thank you so much for your cooperation, which can make this opportunity for cultural exchange a much more exciting experience for young people in the D.C. Public Schools.

cc: Principal



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APPENDIX C

TEACHERS' ROLE IN THE
EMBASSY ADOPTION PROGRAM

Office of Instruction

415 12th Street N W
Washington D C 20004

January 11, 1985

Memorandum to: Teachers Participating in the Embassy Adoption Program

From: Susan Deerin, Director
Embassy Adoption Program

Subject: Teachers' Role in the Embassy Adoption Program

The teacher plays a very important role in the Embassy Adoption Program. I have outlined the steps which you should take in order to make the program work as smoothly as possible.

1. Refer to the attached chart to learn the name and phone number of your embassy representative and WPAS volunteer.

2. Attend the kick-off tea and introduce yourself to the representative of the embassy which your class will be studying in the spring. Present the embassy representative with a choice of several dates which would be convenient for your class to visit the embassy in late March, April or May.

3. After the tea contact your representative by telephone to request any additional background materials you may need for classroom use. Ask if it is possible for the embassy to provide any of the suggested activities which have been listed on the sheet at the end of this packet.

4. Ask the Women's Committee volunteer to assist with the delivery of materials from the embassy, if necessary.

5. Using library resources and materials provided by the embassy, introduce your students to some of the following topics about your adopted country:

   a. geography and climate
   b. political beliefs
   c. economic conditions
   d. culture
      (i) ethnic and racial composition of the population
      (ii) music, dance, art and songs
      (iii) dress or costumes
      (iv) traditions and holidays.



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6. Require your students to prepare an essay or project on topics which interest them about their adopted country. You will select one or more of the best papers or projects to present when your class visits the embassy.

7. If possible, your students should learn a song, dance or skit reflecting the culture f your adopted country, which they can perform when they visit the embassy in the spring. Suggestions might include; singing or playing the national anthem on a musical instrument, acting out a folktale, singing a folksong, reciting a poem, greeting the embassy representative in his/her native language or drawing a mural depicting an important event in the country's history.

8. Contact the embassy representative by early March to schedule a specific date for your class visit from the list of choices which you provided for him/her at the tea. Notify my office of the date and time by calling 282-2365 or 654-4109 (evenings). I will arrange for free bus transportation using funds provided by the Women's Committee of the Washington Performing Arts Society.

9. Require your students to write thank you notes to the embassy representative after your class visit to the embassy. I will write a formal note to the ambassador.

10. If you would like your students to experience the cuisine of their adopted country at a local restaurant immediately following the embassy visit, contact me and I will try to make the necessary arrangements. The cost of an ethnic luncheon usually runs between $5 and $6 per student.

Thank you so much for becoming part of the Embassy Adoption Program this year. Please call me or your Women's Committee volunteer if you need any assistance. I look forward to working with you in the months ahead.



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APPENDIX D

EMBASSY ADOPTION PROGRAM
EMBASSIES AND SCHOOLS

| Elementary Schools | Embassy |
|---|---|
| Amidon | Germany |
| Barnard | Greece |
| Brent | Korea |
| Bunker Hill | Brazil |
| Burrville | Zimbabwe |
| Clark | Columbia |
| Cook | Guatemala |
| Fletcher Johnson | Bolivia |
| Fort Lincoln | Syria |
| Gage Eckington | Jordan |
| Garrison | Chile |
| Giddings | Cameroon |
| Hardy | Finland |
| Harris | Australia |
| Harrison | New Zealand |
| *Hobson | U.S.S.R. |
| Janney | Czechoslovakia |
| Keene | Norway |
| Ketcham | Netherlands |
| Kimball | Algeria |
| Lafayette | Argentina |
| Leckie | Belgium |
| Mann | Japan |
| Murch | China |
| Parkview | Sweden |
| Patterson | Trinidad and Tobago |
| Randle Highlands | Pakistan |
| Raymond | Egypt |
| Reed Learning Center | Mexico |
| Richardson | India |
| River Terrace | France |
| Ross | Italy |
| Savoy | Thailand |
| Shepherd | Philippines |
| Slowe | Indonesia |
| Stevens | Sri Lanka |
| Syphax | Canada |
| Terrell, M.C. | Switzerland |
| Thomas | Turkey |
| Van Ness | Israel |
| Walker Jones | Peru |
| West | Ecuador |
| *Woodridge | Sudan |
| Young | Ghana |

* School did not visit embassy

APPENDIX E

STUDENTS DEMONSTRATING
KNOWLEDGE OF ADOPTED COUNTRY

STUDENTS DEMONSTRATING KNOWLEDGE
OF ADOPTED COUNTRY
N=35*

| | Students Did Project | | Students Did Not Do Project | | Total Number Of Students | |
|---|---|---|---|---|---|---|
| | # | % | # | % | # | % |
| | 24 | 100 | 0 | 0 | 24 | 100 |
| | 20 | 83.3 | 4 | 16.7 | 24 | 100 |
| | 25 | 100 | 0 | 0 | 25 | 100 |
| | 24 | 88.9 | 3 | 11.1 | 27 | 100 |
| | 20 | 80 | 5 | 20 | 25 | 100 |
| | 28 | 100 | 0 | 0 | 28 | 100 |
| | 27 | 100 | 0 | 0 | 27 | 100 |
| | 12 | 36.4 | 21 | 63.6 | 33 | 100 |
| | 13 | 54.2 | 11 | 45.8 | 24 | 100 |
| | 22 | 95.6 | 11 | .4 | 23 | 100 |
| | 24 | 100 | 0 | 0 | 24 | 100 |
| | 27 | 84.4 | 5 | 15.6 | 32 | 100 |
| | 15 | 48.4 | 16 | 51.6 | 31 | 100 |
| | 26 | 100 | 0 | 0 | 26 | 100 |
| | 30 | 100 | 0 | 0 | 30 | 100 |
| | 23 | 100 | 0 | 0 | 23 | 100 |
| | 16 | 66.7 | 8 | 33.3 | 24 | 100 |
| | 29 | 100 | 0 | 0 | 29 | 100 |
| | 5 | 19.2 | 21 | 80.8 | 26 | 100 |
| | 23 | 76.7 | 7 | 23.3 | 30 | 100 |
| | 23 | 76.7 | 7 | 23.3 | 30 | 100 |
| | 12 | 42.9 | 16 | 57.1 | 28 | 100 |
| | 40 | 100 | 0 | 0 | 40 | 100 |
| | 27 | 100 | 0 | 0 | 27 | 100 |
| | 28 | 90.3 | 3 | 9.7 | 31 | 100 |
| | 25 | 100 | 0 | 0 | 25 | 100 |
| | 26 | 83.9 | 5 | 16.1 | 31 | 100 |
| | 9 | 50.0 | 9 | 50.0 | 18 | 100 |
| | 23 | 100 | 0 | 0 | 23 | 100 |
| | 28 | 100 | 0 | 0 | 28 | 100 |
| | 10 | 43.5 | 13 | 56.5 | 23 | 100 |
| Total | 684 | 81.5 | 155 | 18.5 | 839 | 100 |

* 79% Sample

APPENDIX F

RESULTS OF STUDENT QUESTIONNAIRE

DISTRICT OF COLUMBIA PUBLIC SCHOOLS
Embassy Adoption Program (EAP)

Student Questionnaire

I. Please circle your answer to the following:

| | | | |
|---|---|---|---|
| 1. As a result of the Embassy Adoption Program, how much did you learn about your EAP country? | none | a little | a lot |
| 2. As a result of the Embassy Adoption Program how do you feel about your EAP country? | like it less | like it the same | like it more |
| 3. Would you like to visit your EAP country? | no | maybe | yes |

II. Please rate how valuable the following items were toward increasing your appreciation of the country you studied:

| | most valuable | | | | least valuable |
|---|---|---|---|---|---|
| 1. Visit to your school by embassy representative | 5 | 4 | 3 | 2 | 1 |
| 2. Visit to the embassy | 5 | 4 | 3 | 2 | 1 |
| 3. Films | 5 | 4 | 3 | 2 | 1 |
| 4. Lunch at an ethnic restaurant or sampling of ethnic foods at the embassy | 5 | 4 | 3 | 2 | 1 |
| 5. Program for presentation at the embassy | 5 | 4 | 3 | 2 | 1 |
| 6. Projects and reports on your adoptive country | 5 | 4 | 3 | 2 | 1 |
| 7. Other (circle if applicable) | | | | | |
| Making flags | 5 | 4 | 3 | 2 | 1 |
| Art exchange | 5 | 4 | 3 | 2 | 1 |
| Brochures, books, record, maps | 5 | 4 | 3 | 2 | 1 |
| Pen pal | 5 | 4 | 3 | 2 | 1 |
| Mini United Nations | 5 | 4 | 3 | 2 | 1 |

Student Questionnaire
N=677

I.

1. As a result of the Embassy Adoption Program, how much did you learn about your EAP country?

| None | | A Little | | A Lot | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 6 | .9 | 93 | 13.9 | 571 | 85.2 | 670 | 100.0 | 7 | 1.0 |

2. As a result of the Embassy Adoption Program how do you feel about your EAP country?

| Like it Less | | Like it the Same | | Like it More | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 17 | 2.5 | 195 | 29.2 | 456 | 68.3 | 668 | 100.0 | 9 | 1.3 |

3. Would you like to visit your EAP country?

| No | | Maybe | | Yes | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 40 | 6.0 | 145 | 21.8 | 479 | 72.1 | 664 | 99.9 | 13 | 1.9 |

II.

1. Visit to your school by embassy representative

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 264 | 53.8 | 110 | 22.4 | 55 | 11.2 | 26 | 5.3 | 36 | 7.3 | 491 | 100.0 | 186 | 27.5 |

2. Visit to embassy

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 457 | 70.5 | 112 | 17.3 | 50 | 7.7 | 6 | .9 | 23 | 3.5 | 648 | 99.9 | 29 | 4.3 |

3. Films

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 328 | 52.8 | 166 | 26.7 | 86 | 13.8 | 24 | 3.9 | 17 | 2.7 | 621 | 99.9 | 56 | 8.3 |

4. Lunch at an ethnic restaurant or sampling of ethnic foods at the embassy

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 255 | 47.7 | 93 | 17.4 | 85 | 15.9 | 41 | 7.6 | 61 | 11.4 | 535 | 100.0 | 142 | 21.0 |

5. Program for presentation at the embassy

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 382 | 61.6 | 148 | 23.9 | 53 | 8.5 | 22 | 3.5 | 15 | 2.4 | 620 | 99.9 | 57 | 8.4 |

6. Projects and reports on your adoptive country

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 405 | 61.6 | 165 | 25.1 | 61 | 9.3 | 19 | 2.9 | 7 | 1.1 | 657 | 100.0 | 20 | 3.0 |

7. Making flags

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 240 | 53.0 | 95 | 21.0 | 64 | 14.1 | 24 | 5.3 | 30 | 6.6 | 453 | 100.0 | 224 | 33.1 |

8. Art exchange

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 158 | 51.3 | 64 | 20.8 | 40 | 13.0 | 22 | 7.1 | 24 | 7.8 | 308 | 100.0 | 369 | 54.5 |

9. Brochures, books, records, maps

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 324 | 64.0 | 96 | 18.9 | 52 | 10.3 | 19 | 3.8 | 15 | 3.0 | 506 | 100.0 | 171 | 25.3 |

10. Pen pal

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 66 | 28.3 | 56 | 24.0 | 41 | 17.6 | 31 | 13.3 | 39 | 16.7 | 233 | 99.9 | 444 | 65.6 |

11. Mini United Nations

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 308 | 60.0 | 84 | 16.4 | 81 | 15.8 | 11 | 2.1 | 29 | 5.7 | 513 | 100.0 | 164 | 24.2 |

Total Responses:

| Most Valuable 5 | | 4 | | 3 | | 2 | | Least Valuable 1 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 3187 | 57.1 | 1189 | 21.3 | 668 | 11.9 | 245 | 4.4 | 296 | 5.3 | 5585 | 100.0 | 1862 | 24.0 |

APPENDIX G

INFORMATION BOOKLET FOR PREPARATION
FOR MINI UNITED NATIONS TABLE OF CONTENTS

Information Booklet for the Mini United Nations
General Assembly Program - 1985 by Carole Bailey

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APPENDIX H

BACKGOUND AND STEPS IMPLEMENTING
THE MINI U.N. PROGRAM

Office of Instruction

415 12th Street, N.W.
Washington, D.C. 20004

January 11, 1985

Memorandum To: Teachers Participating in the Mini U.N. Program

From: Susan Deerin, Director, Embassy Adoption Program

Re: Background and Steps for Implementing the Mini U.N. Program

The Mini United Nations Program began in 1978 as the culminating activity of the Embassy Adoption Program. Students represent the viewpoint of their "adopted" country in a mock U.N. General Assembly. Past Mini U.N. topics have included; Apartheid, National Sovereignty and Diplomatic Immunity and the International Control of Outer Space. Our topic this year is Nuclear Disarmament: The Need for International Cooperation.

All teachers who take part in the Embassy Adoption Program must participate in the Mini United Nations. Using curriculum materials provided by the E.A.P. director, the class will study the United Nations, the selected topic of international concern and their "adopted" country's position on that issue. The teacher will arrange for the selection or election of four student representatives ( an ambassador and 3 delegates ) to represent their class and the views of their adopted country at the Mini U.N. General Assembly held this spring.

The teachers' responsibilities in the program are as follows;

1. Read teacher background information provided in the curriculum guide.

2. Implement instructional activities on the United Nations which are provided in the curriculum packet

3. Introduce lessons on nuclear disarmament which are contained in the packet.

4. Select or have the class elect an ambassador and three delegates to represent them at the General Assembly to be held this spring.



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Office of Instruction

415 12th Street, N.W.
Washington, D.C. 20004

5. Direct suggested activities for writing a U.N. resolut on with the entire class or with the four delegates selected to attend the Mini United Nations General Assembly.

6. Arrange transportation for four student representatives to attend the General Assembly at the end of April.



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# APPENDIX I

## MINI UNITED NATIONS INSTRUCTION

Office of Instruction

415 12th Street, N.W.
Washington, D.C. 20004

May 3, 1985

MEMORANDUM TO: Teachers Participating in the Mini United Nations

FROM: Mary Janice Dicello, Coordinator, Mini United Nations Program

SUBJECT: Final Instructions for Mini United Nations Program

The Mini United Nations General Assembly has been scheduled for Thursday, May 30, 1985, from 9:00 a.m. to 3:00 p.m. in the auditorium of the Marie Reed Learning Center, 2200 Champlain Street, N. W. (18th and California Streets). We would like the presentation of credentials to begin promptly at 9:00 a.m. Street parking is very limited. Please consider this when planning your departure time from school. During the lunch break we will walk to Meridian House International, 1630 Crescent Place, for a picnic in their beautiful grounds. Everyone should bring a bag lunch. Drinks will be provided. We will return to Reed for the afternoon session which will include presentation of resolutions, debate and voting. We plan to adjourn by 2:30. For those who have participated before, please note that we have changed the schedule by adding a full afternoon session.

CHAPERONES

Each delegation is expected to be chaperoned the entire day. It is most helpful to the students to have you present or a chaperone present who is familiar with the issues and procedures and can encourage each child to participate fully.

DELEGATES

Four delegates should be selected from your class to represent the views of the country which your students have been studying in the Embassy Adoption Program. Delegates should have a general knowledge of the U.N., the General Assembly, the disarmament issues and a working vocabulary of the terms emphasized in the lesson plans. One of the four delegates should be appointed spokesperson or "ambassador." The ambassador will be the one to present his/her delegation's credentials and to vote on all resolutions brought before the General Assembly. However, the ambassador may defer to a delegate who is the "expert" on that resolution to explain why the ambassador voted the way he/she did.

COMMITTEES

There will be four committees, meeting simultaneously, to discuss different aspects of the disarmament issue. Each delegate from your class should sign up for a different committee, be prepared to discuss that issue from his/her country's point of view and help the committee write a resolution appropriate for that committee.

The four committees are as follows:

#1 NUCLEAR FREEZE AND DISARMAMENT - This committee will write a resolution highlighting the dangers of nuclear war and calling for a nuclear weapons freeze or a reduction in nuclear weapons.



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To help you and us prepare for the MINI UN, the following items are enclosed: (One of these requires a response from you.)*

1. Student Letter (4) - One for each delegate. This letter contains general information about the MINI UN and specific information regarding the rules and procedures of the General Assembly.

2. Credentials (4) - These should be completed in advance and presented at the Registration Desk by the ambassador on the day of the MINI UN.

3. Agenda- A copy of the agenda is included for your information. Additional copies will be available at the MINI UN.

4. U.N. Fact Sheet #36 on Disarmament and copies of "your" country's most recent speech before the U.N. on the subject of disarmament. If there is no speech enclosed, it means that one was not sent to us by the U.N. Information Office.

* 5. Teacher Response Form - This form will enable us to prepare name tags and committee assignments prior to the General Assembly. Please complete the form and return it to me at Duke Ellington, Route #1, no later than Wednesday, May 22nd. Thank You.

Susan and I realize that May is a very, very busy month for you. We appreciate the extra effort it takes to participate in both the Embassy Adoption Program and its MINI UN. You can be assured though that your efforts are well worth it because these experiences will long be remembered and treasured by your students.



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#2 SOCIAL AND ECONOMIC CONSEQUENCES OF THE ARMS RACE - This committee will write a resolution which will bring to the world's attention the disasterous social and economic effects of our present arms race and military spending.

#3 REDUCTION OF MILITARY BUDGETS - This committee will write a resolution calling for a reduction in the military budgets of some or all the nations of the world.

#4 PEACE AND CONFLICT - This committee will write a resolution demanding that the nuclear powers seriously negotiate or participate in mediation to reduce their nuclear arsenals.

Each committee will be guided by an adult, but discussion is much more lively if each student comes prepared with several ideas appropriate for the committee and consistent with the position his adopted country would take in the real U.N. Resolutions which stand the best chance of being passed are those which are clearly stated, simple in content and represent a compromise position acceptable to countries with different points of view.

SUBCOMMITTEES

In response to suggestions from you, we have added subcommittee meetings to our agenda to allow children to discuss the issues in smaller groups. These meetings will be less formal than the main committee meetings, will allow more children to express themselves and will serve as a "warm up period" for children who are reticent around new people. There will be two subcommittees for each main committee; therefore, there will be eight subcommittees. The subcommittees will meet after the keynote speaker's address and will be followed by the main committee meetings. (Please see the enclosed agenda.)

STUDENT OFFICERS

Five students are needed to serve as officers of the General Assembly: two presidents, two secretaries, and one Secretary-General. If you would like to nominate a student who is especially outstanding and speaks well in front of a group, please call me or Susan Deerin at 282-2365 as soon as possible. I will come out to your school to interview and train the student. It is an exciting and memorable experience for the students. It also allows you to bring an additional student to the MINI UN! Please call today.

FOR YOUR INFORMATION

Neither Korea nor Switzerland is a member of the United Nations. They will be admitted to our MINI UN by a special resolution.

Mr. Colman McCarthy, noted columnist for the Washington Post and other newspapers and anti-nuclear activist, will be our keynote speaker.



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APPENDIX J

TEACHER RESPONSE FORM FOR
AMBASSADOR AND DELEGATES,
MINI UNITED NATIONS

TEACHER RESPONSE FORM

Please complete a d return this form to Mary Janice Dicello, Embassy Adoption Program, Duke Ellington School of the Arts, 35th and R St., N.W. Zip: 20007 or Route Mail #1, no later than Wednesday, May 22, 1985.

Student Delegates to the Eighth Mini United Nations General Assembly:

1. Ambassador_____

   Committee Selection_____

2. Delegate #1_____

   Committee Selection_____

3. Delegate #2_____

   Committee Selection_____

4. Delegate #3_____

   Committee Selection_____

School_____

Teacher's Name_____

Country_____

P.S. If you would like to nominate a student to be an officer, please call me at 282-2365 or 686-9116 today!



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APPENDIX K

AGENDA AND INVITATION FOR
THE MINI UNITED NATIONS

Office of Instruction

415 12th Street, N.W.
Washington, D.C. 20004

EMBASSY ADOPTION PROGRAM, E.C.I.A., Chapter 2

EIGHTH ANNUAL MINI UNITED NATIONS

GENERAL ASSEMBLY

Marie Reed Learning Center

May 30, 1985

AGENDA

| | | |
|---|---|---|
| 9:00 a.m. | 1. | Presentation of credentials by ambassadors |
| 9:30 | 2. | Roll call of Member States |
| | 3. | Procedural Resolutions |
| | 4. | "Boom" |
| 10:00 | 5. | Briefing by Mr. Colman McCarthy, syndicated columnist for the Washington Post |
| 10:30 | 6. | Subcommittee Meetings<br>#1 Nuclear Freeze and Disarmament<br>#2 Social and Economic Consequences of the Arms Race<br>#3 Reduction of Military Budgets<br>#4 Peace and Conflict |
| 11:00 | 7. | Committee Meetings<br>(See committee listing above) |
| 11:30 | 8. | Lunch and Lobbying on the grounds of Meridian House International, 1630 Crescent Place |
| 12:45 | 9. | Roll Call |
| | 10. | Report by Secretary-General of MINI UN |
| | 11. | Presentation of Committee Resolutions |
| 2:30 | 12. | Adjournment |



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# The Embassy Adoption Program Invites You To The EIGHTH MINI UNITED NATIONS GENERAL ASSEMBLY

**Topic:** THE DISARMAMENT ISSUE: The Need for International Cooperation

**Who:** Student Delegates from District of Columbia Public Schools

**Where:** Marie Reed Learning Center
2200 Champlain Street, N.W.
Washington, D.C.

**When:** Thursday, May 30, 1985 * 9:00 a.m.-3:00 p.m.

**Sponsored by:**

District of Columbia Public Schools

- Floretta D. McKenzie, Superintendent of Schools and Chief State Officer
- James T. Guines, Associate Superintendent
- Susan B. Deerin, Coordinator, Embassy Adoption Program
- Mary Janice Dicello, Mini United Nations Program

ECIA, Chapter 2

With the Assistance of

- The Office of Instruction
- The Social Studies Department

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APPENDIX L

EVALUATION OF TEACHER WORKSHOP

Evaluation of E.A.P. Teacher Workshop
N=35

Please rate each area by circling a number from 1 to 5, with the lowest rating at the left.

1. The manner in which the information was presented was:

| Dull 1 | | 2 | | 3 | | 4 | | Exciting 5 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 0 | 0.0 | 0 | 0.0 | 3 | 8.8 | 26 | 76.5 | 5 | 14.7 | 34 | 100.0 | 1 | 2.9 |

2. The clarity of the presentation was:

| Difficult to Understand 1 | | 2 | | 3 | | 4 | | Very Clear 5 | | Total | | No response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 0 | 0.0 | 1 | 2.9 | 4 | 11.4 | 17 | 48.6 | 13 | 37.1 | 35 | 100.0 | 0 | 0.0 |

3. The value of the workshop to me was:

| Practically Useless 1 | | 2 | | 3 | | 4 | | Extremely Useful 5 | | Total | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 0 | 0.0 | 0 | 0.0 | 4 | 11.4 | 16 | 45.7 | 15 | 42.9 | 35 | 100.0 | 0 | 0.0 |

4. The workshop increased my knowledge of the issues involved in the nuclear disarmament debate:

| Difficult to Understand 1 | | 2 | | 3 | | 4 | | Very Clear 5 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 0 | 0.0 | 1 | 2.9 | 5 | 14.3 | 13 | 37.1 | 16 | 45.7 | 35 | 100.0 | 0 | 0.0 |

5. The workshop helped me to implement the Mini United Nations Curriculum with my students:

| Not at All 1 | | 2 | | 3 | | 4 | | Very Exciting 5 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 0 | 0.0 | 0 | 0.0 | 6 | 17.6 | 11 | 32.3 | 17 | 50.0 | 34 | 99.9 | 1 | 2.9 |

6. The workshop objectives were met:

| Not at All 1 | | 2 | | 3 | | 4 | | Very Exciting 5 | | No Response | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| 0 | 0.0 | 0 | 0.0 | 3 | 8.6 | 16 | 45.7 | 16 | 45.7 | 35 | 100.0 | 0 | 0.0 |

APPENDIX M

PURPOSE OF PROGRAM MET BY STUDENTS AND OTHER
QUESTIONNAIRE RESULTS-TEACHER EVALUATION

PURPOSE OF PROGRAM MET BY STUDENTS - TEACHER EVALUATION
N=31*

| | A. Great Deal 1 | | 2 | | 3 | | 4 | | Not At All 5 | | Total | | NR | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| a. Students increased their knowledge of the culture of the country. | 29 | 93.5 | 1 | 3.2 | 1 | 3.2 | 0 | 0 | 0 | 0 | 31 | 100 | 0 | 0 |
| b. Students increased their knowledge of the history of the country. | 24 | 77.4 | 4 | 12.9 | 3 | 9.7 | 0 | 0 | 0 | 0 | 31 | 100 | 0 | 0 |
| c. Students increased their knowledge of the government of the country. | 23 | 74.2 | 5 | 16.1 | 3 | 9.7 | 0 | 0 | 0 | 0 | 31 | 100 | 0 | 0 |
| d. Students increased their knowledge of the geography of the country. | 26 | 83.9 | 3 | 9.7 | 2 | 6.4 | 0 | 0 | 0 | 0 | 31 | 100 | 0 | 0 |
| Total | 102 | 82.3 | 13 | 10.5 | 9 | 7.3 | 0 | 0 | 0 | 0 | 124 | 100 | 0 | 0 |

* Represents a 70% sample

Would you recommend that this embassy be included in the program next year?

31 Yes  0 No

Would you like to participate in the Embassy Adoption Program again next year?

29 Yes  0 No  2 No response (teachers will not be teaching)

APPENDIX N

PURPOSES OF PROGRAM MET BY STUDENTS AND OTHER
QUESTIONNAIRE RESULTS - WOMEN'S COMMITTEE

Purpose of Program Met By Students
N=18

| Items* | Not At All 1 | | 2 | | 3 | | 4 | | A Great Deal 5 | | Total | | No Response | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 1 | 0 | 0.0 | 0 | 0 | 1 | 5.9 | 1 | 5.9 | 15 | 88.2 | 17 | 100.0 | 1 | 5.5 |
| 2 | 0 | 0.0 | 0 | 0 | 2 | 11.8 | 3 | 17.6 | 12 | 70.6 | 17 | 100.0 | 1 | 5.5 |
| 3 | 0 | 0.0 | 1 | 5.9 | 1 | 5.9 | 4 | 23.5 | 11 | 64.7 | 17 | 100.0 | 1 | 5.5 |
| 4 | 0 | 0.0 | 0 | 0.0 | 1 | 5.9 | 2 | 11.8 | 14 | 82.3 | 17 | 100.0 | 1 | 5.5 |
| Total | 0 | 0.0 | 1 | 1.5 | 5 | 7.3 | 10 | 14.7 | 52 | 76.5 | 68 | 100.0 | 4 | 5.5 |

*1. Students increased their knowledge of the culture of other nations through the Embassy Adoption Program.

2. Students increased their knowledge and appreciation of the history of other nations through the Embassy Adoption Program.

3. Students increased their knowledge of the government of other nations through the Embassy Adoption Program.

4. Students increased their knowledge of the geography of other nations through the Embassy Adoption Program.

The Embassy Adoption Program
Questionnaire

Women's Committee Volunteer _____ Schools _____ Embassies _____

| | Strongly Agree 1 | 2 | 3 | 4 | Strongly Disagree 5 |
|---|---|---|---|---|---|
| 1. Students have increased their knowledge and appreciation of the culture of other nations through the Embassy Adoption Program. | | | | | |
| 2. Students have increased their knowledge and appreciation of the history of other nations through the Embassy Adoption Program. | | | | | |
| 3. Students have increased their knowledge and appreciation of the government of other nations through the Embassy Adoption Program. | | | | | |
| 4. Students have increased their knowledge and appreciation of the geography of other nations through the Embassy Adoption Program. | | | | | |

5. Comments _____

_____

_____

_____

_____

_____

051385DQA.Ch2

Prepared by
Division of Quality Assurance

APPENDIX O

INVITATION TO A HOLIDAY FAMILY BRUNCH TO
BENEFIT THE EMBASSY ADOPTION PROGRAM

The Women's Committee for the Washington Performing Arts Society

Dr. Elizabeth A. Abramowitz
Mrs. Charles F. Adams
Mrs. Arthur L. Alexander
Mrs. Carolyn Alper
Mrs. Jerome Alper
Mrs. Ruben Aronheim
Mrs. Claude E. Bailey
Mrs. Louis E. Baskin
Mrs. James A. Bayton
Mrs. Theodore C. Bedwell, Jr.
The Hon. Cora P. Beebe
Mrs. DeVaughn Belton
Mrs. Sam Berben
Mrs. Leo M. Bernstein
Mrs. Paul Bernstein
Mrs. Sam Blalek
Mrs. Livingston L. Biddle, Jr.
Mrs. Charles N. Bland
Mrs. Roger R. Blunt, Sr.
Mrs. Edgar L. Bolden
Mrs. Wiley Bratton
Mrs. Dale Brown
Mrs. Osmond Brown
Mrs. Andrew D. Bryant
Mrs. Samuel L. Bullock
Mrs. Robert C. Bumbary
Mrs. Abner Byer
Mrs. Alexander Chase
Mrs. John F. J. Clark
Mrs. Kenneth Crosby
Mrs. Harry Culbreth
Mrs. Kent T. Cushenberry
Mrs. Ernest Davenport
Mrs. Stephen H. Davis
Mrs. John W. Davis
Mrs. Ralph Deckelbaum
Mrs. James B. Deerin, Jr.
Mrs. Joseph D'Emilio
Lady Moya Denman
Mrs. Louis M. Detweiler
Ms. Janet Donovan
Mrs. Er- - ?. Eiland
Mrs. Ahmed Eslandiary
Mrs. Cyd Miller Everett
Mrs. Marron W. Fon
Miss Aniko Gaal
Mrs. Milton C. Gelenian
Mrs. Peter Ladd Gilley
Mrs. Russell Gluckherz
Mrs. David Goldberg
Mrs. Mackenzie Gordon
Mrs. James C. Gray
Mrs. Robert Green
Mrs. Marion Greene
Mrs. John H. Groth
Ms. Mary Hallisy
Mrs. Philip Hammer
Mrs. Victor L. Hancock
Mrs. James Harkless
Mrs. Bryant Harris
Ms. J.C. Hayward
Mrs. W. Lester Henry
Miss Patricia Henryk
Mrs. Francis S. Hewitt
Mrs. Stanford R. Hicks
Mrs. Robert Lee Hines
Miss Audrey Hinton
Mrs. C. David Hinton
Mrs. Charlotte W. Holloman
Mrs. Raymond J. Howar
Mrs. Aaron Jackson
Mrs. Jeffrey L. Jackson
Mrs. Barbara F. Jacobs
Mrs. Adolph Johnson
Mrs. Mordecai W. Johnson
Mrs. Madan M. John
Mrs. George W. Jones
Mrs. R. Robertson Kendall
Mrs. Robert E. Ketcham
Ms. Doretha B. Kingsley
Mrs. George J. Klein
Mrs. David Lloyd Kreeger
Mrs. Wilbert Lacey
Mrs. Henry C. Lambert III
The Hon. Marjorie M. Lawson
Mrs. Samuel Levy
Mrs. Jerome B. Libin
Mrs. Lillian Linton
Mrs. David Loewenstein III
Mrs. James F. Lovett
Mrs. Eugene Lundgren
Mrs. James L. Mack
Mrs. John Maltesta
Mrs. Monir McKneely
Mrs. Richard E. Marriott
Miss Elba Martinez
Mrs. Owen R. Mathieu
Mrs. Gerry McCabe
Mrs. Robert M. McClory
Mrs. James A. McClure
Mrs. Robert G. McKenzie
Mrs. Perouz Megerdichian
Mrs. Harlan D. Mills
Mrs. Harry Minkoff
Mrs. Jacques J. Moore
Mrs. George E. Morgan, Jr.
Mrs. Steven P. Nagel
Mrs. William E. Naylor, Jr.
Mrs. Richard C. Nelson
Mrs. Philippe W. Newton
Mrs. John F. O'Grady
Ms. Anne P. Orleans
Dr. Mollie S. Ottina
Mrs. Jason Paige, Jr.
Mrs. Claurence Pair
Mrs. Augustus L. Palmer
Mrs. Wendall A. Parris
Ms. Gayle Perkins
Mrs. Richard Powell
Mrs. Albert M. Proiseiman
Mrs. Robert Pumphrey
Mrs. Stanley Rakusin
Mrs. Alan Randall
Ms. Claudia R. Rayford
Miss Mame C. Reiley
Mrs. Joseph R. Riess
Mrs. Milnor Roberts
Mrs. Leonard H. Robinson, Jr.
Mrs. Zita Rudolph
Mrs. Sr-nley J. Samoff
Miss Coral Schmid
Mrs. Benjamin Secundy
Mrs. Elizabeth Sharlitt
Mrs. Robert S. Siegel
Mrs. Albert H. Small
Mrs. Merrill Solomon
Mrs. Jacqueline S. Strauss
Mrs. Martin Strauss
Mrs. William C. Syphax
Mrs. Chris R. Tyree
Mrs. Gerhars Van Hattun
Mrs. A. P. Van Huyck
Mrs. Giorgio G. Via
Mrs. Peter Wallison
Mrs. Nathan Wechsler
Mrs. Caspar W. Weinberger
Mrs. William B. Wharton
Mrs. J. Burke Wilkinson
Mrs. E. Richard Woods
Mrs. Maury Young
Mrs. A. J. Zeller
Mrs. Barry Zorthian




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*Honorary Patrons*
His Excellency the Ambassador of
the Netherlands and Mrs. Fein

*Honorary Chairman*
Mrs. Caspar W. Weinberger

*Benefit Chairmen*
Seda Gelenian
Susan Deerin

*Benefit Committee*
Muriel Alper
Liet Brown
Adelaide Clark
Sandra Days
Ida Mary Detweiler
Shelley Jackson
Lea Levy
Marjorie Mack
Lisa Pumphrey
Anna Via

*Washington Performing Arts Society*
Harry M. Linowes
President
Douglas H. Wheeler
Managing Director
Patrick Hayes
Managing Director, Emeritus
Mollie Ottina
President, Women's Committee

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*Honorary Sponsors*
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His Excellency the Ambassador of Cyprus and Mrs. Jacovides
His Excellency the Ambassador of Turkey and Mrs. Elekdag
His Excellency the Ambassador of the Federal Republic of Germany and Mrs. Hermes
His Excellency the Ambassador of Kuwait and Mrs. Al-Sabah
His Excellency the Ambassador of Italy and Mrs. Petrignani
His Excellency the Ambassador of Pakistan and Mrs. Azim
His Excellency the Ambassador of Korea and Mrs. Lew
His Excellency the Ambassador of Sri Lanka and Mrs. Corea
His Excellency the Ambassador of Canada and Mrs. Gotlieb
His Excellency the Ambassador of Austria and Mrs. Klestil
His Excellency the Ambassador of Australia and Lady Cotton
His Excellency the Ambassador of Indonesia and Mrs. Habib
His Excellency the Ambassador of Thailand and Mrs. Kasemsri
His Excellency the Ambassador of Trinidad and Tobago and Mrs. O'Neil-Lewis
His Excellency the Ambassador of Spain and Mrs. Manueco
His Excellency the Ambassador of Brazil and Mrs. da Costa
His Excellency the Ambassador of Greece and Mrs. Papoulias
His Excellency the Ambassador of Switzerland and Mrs. Jacobi
His Excellency the Ambassador of Chile and Mrs. Errazuriz
His Excellency the Ambassador of Morocco and Mrs. Bengelloun
His Excellency the Ambassador of Ecuador and Mrs. Ribadeneira
His Excellency the Ambassador of Bangladesh and Mrs. Khan
Reverend David Eaton
Floretta D. McKenzie
Dr. James T. Guines
Dr. Gilbert L. Hoffman

The Embassy Adoption Program, founded by the Women's Committee for the Washington Performing Arts Society in 1974, arranges cultural exchanges between participating Embassies and "adopted" fifth and sixth grade classes in Washington's Public Schools. The goal of the program is to increase the student's knowledge of the history, government, geography and culture of other nations by utilizing the resources of Embassies in Washington, D.C.

*Participating Embassies in 1984*

| | | | |
|---|---|---|---|
| Argentina | China | Israel | Niger |
| Australia | Cyprus | Italy | Pakistan |
| Austria | Egypt | Japan | Peru |
| Bangladesh | France | Jordan | Philippines |
| Belgium | Germany, F.R. of | Kenya | Sri Lanka |
| Bolivia | Ghana | Korea | Sweden |
| Cameroon | Greece | Kuwait | Switzerland |
| Canada | India | Netherlands | Thailand |
| Chile | Indonesia | New Zealand | Turkey |
| | | | Yugoslavia |

*Under the gracious patronage of*
*His Excellency, the Ambassador of the Netherlands*
*and Mrs. Fein*
*Mrs. Caspar W. Weinberger*
*Honorary Chairman*
*and*
*The Women's Committee*
*of the*
*Washington Performing Arts Society*
*cordially invite you*
*to a*
*Holiday Family Brunch*
*to benefit*
*the Embassy Adoption Program*
*on*
*Sunday, December 9*
*12:30 to 2:30 p.m.*
*at the*
*Royal Netherlands Embassy*
*4200 Linnean Avenue, N.W.*
*Washington, D.C.*

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*Card Enclosed*
*Guest List at Door*

*Santa Claus*
*International Entertainment*

APPENDIX P

INVITATION TO THE "KICK OFF TEA"
TO THE EMBASSY ADOPTION PROGRAM

Mrs. George Papoulias
wife of the Ambassador of Greece
cordially invites you to the
Kick-off Tea
for the Embassy Adoption Program
sponsored by the Women's Committee WPAS
and the District of Columbia Public Schools
on Tuesday, February 19th 3:30-5:00

RSVP Louise Mathieu 2221 Massachusetts Ave. NW
924-5191

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APPENDIX Q

WASHINGTON PERFORMING ARTS SOCIETY
EMBASSY ADOPTION HOLIDAY LUNCHEON
FINANCIAL REPORT

# Washington Performing Arts Society

EMBASSY ADOPTION HOLIDAY LUNCHEON

Embassy of The Netherlands

Financial Report (Final)

| | | | | |
|---|---|---|---|---|
| INCOME: | | | | |
| 158 Adult Reservations @$35 | | | 5530 00 | |
| 172 Children's Reservations @ $5 | | | 860 00 | |
| 330 Contributions | | | 4498 50 | |
| 59 Complimentaries | | | | |
| Poinsettias (40) | | | 400 00 | |
| Total Income | | | | $11288 50 |
| DISBURSEMENTS: | | | | |
| The Netherlands Embassy | | | | |
| Brunch | 2500.00 | | | |
| Dessert | 100 00 | | | |
| Extra Beer | 35 00 | | | |
| " Soft Drinks | 60 00 | 2695.00 | | |
| Personnel | | 120.00 | 2815.00 | |
| TOWn Clown | | | 75 00 | |
| Humorous Crafts (Santa Claus) | | | 100 00 | |
| Dan Daniels Printing | | | | |
| 1200 Invitations | | | 571 00 | |
| Postage | | | | |
| Susan Deerin-Honorary Sponsors) | | 16.50 | | |
| Ida Mary Detweiler - Invitations | | 232.08 | 248 58 | |
| Supplies | | | | |
| Seda Gelenian | | 39.76 | | |
| Susan Deerin | | 23.65 | 63 41 | |
| Poinsettias | | | | |
| Winston Churchill High School | | 273.00 | | |
| Susan Deerin (Extras) | | 88.92 | 361.92 | |
| Reservation Refund | | | | |
| Susan Groth | | | 35 00 | |
| Flowers-Ambassador & Mrs Fein | | | | |
| Susan Deerin | | | 55 00 | |
| TOTAL DISBURSEMENTS | | | | $4324 91 |
| NET PROCEEDS | | | | $6963 59 |



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APPENDIX R

NEWSPAPER ARTICLE ANNOUNCING
CZECHOSLOVAKIAN TRIP

Teacher Ursula Cossel and 15 of the 16 students she will accompany to Czechoslovakia to "enhance and extend their learning opportunities."

# 6th Graders to Study Czechoslovakia Firsthand

By Edward D. Sargent
Washington Post Staff Writer

A recent field trip to the Czechoslovakian Embassy was an enlightening and exciting experience for the sixth graders at Janney Elementary School in far Northwest. That trip, though, is minor compared to the field trip that 16 members of the class will take tomorrow when they fly to the communist country.

The overseas trip was arranged earlier this year by the D.C. schools' Embassy Adoption Program. Students washed cars, baby-sat and begged their parents to help them raise the $1,000 each needed to pay for the 10-day tour.

"This is really going to be a great educational experience. We'll get to learn more than we ever could by reading books," said Anne Clinton. The group will be chaperoned by sixth grade teacher Ursula Cossel and a parent.

Other students said that after visiting Czechoslovakia, a Soviet bloc country, they expect to gain a deeper appreciation for the rights they have as Americans.

Under the embassy adoption program, 43 embassies have formed relationships with sixth grade classes at elementary schools throughout the city, offering lectures, visits to embassies and trips to ethnic restaurants in town.

This is the first time in the history of the D.C. program that a group of elementary students have been invited by embassy officials to visit their home country, said Susan Deerin, coordinator of the adoption program, which started in 1975.

The trip is part of an increasing effort by school and city officials to ensure that students take advantage of the many resources available in the District's growing international community.

Washington has long been an international city, with its diplomatic corps and more than 155 foreign embassies, but recent efforts by school officials and Mayor Marion Barry represent a new attempt to relate to foreign dignitaries.

As a result, students have visited countries in Europe and the Far East, said Marilyn Brown, who, as assistant superintendent for student services for D.C schools, coordinates an exchange program sponsored by the school system and the Council of Great City Schools.

During their visits to different countries, students meet government officials as well as other youths. They live in dormitories or private homes, and compare the advantages and disadvantages of foreign cultures with American culture, Brown said.

The exchange programs, which often bring foreign students to America, are intended to foster peace and understanding among "the future leaders of the world," she said.

Cossel said, "We requested that the Czechoslovakian Embassy be receptive to the idea of having our students visit the country and by golly they were. I've always had it in the back of my mind to take a trip abroad with the children. Visiting the country they have studied all year will enhance and extend their learning opportunities."

The students, who have obtained passports and received a State Department briefing, plan to take such memorabilia as Redskins programs and have been assigned to write reports about their trip when they return, Cossel said.

Milton Binz, executive director of the Council for Great City Schools, said the council has organized month-long visits to Canada, Israel, Japan and the United Kingdom since 1978. D.C. schools first got involved in the exchange program in 1982, he said. "The assumption is that by bringing young people together in a young age, you can build better relations between them as adults," he said.

"We just got back from mainland China," said Edmund Millard, principal at Backus Junior High School who led a group of 15 students from across the country, including five from the District, to the far Eastern country.

Millard, a member of the Council on International Educational Exchange, an independent group of educators, said that the group established sister schools in Peking as a part of the sister cities agreement.



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